



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

930 South Sirrine, Mesa, AZ 85210

Mesa Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information,  
please refer to Achievement  
Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 N/A

(b) For additional information,  
please refer to the AYP page in this  
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Elizabeth Mullavey  
Schedule : 08:01 AM to 04:00 PM  
Grades : K-6  
Web Address :  
Phone Number : (480) 472-6400  
Fax Number : (480) 472-6390  
E-mail : elmullav@mpsaz.org

### Mission

At Lincoln our mission is to develop and maintain a positive learning environment that is safe and non-threatening. We will enable our students to become responsible lifelong learners who are productive citizens with positive interpersonal skills.

### School / Academic Goals

- ü Dibels interventions, Waterford Lab and SOAR are schoolwide reading programs. Resources are organized to ensure that no student will fall between the cracks. With hopes of expanding into more grade levels.
- ü Students will use reading, writing, listening and speaking skills to acquire, exchange and express information and ideas in an effective manner.
- ü EXCEL and Bridges are math programs used to supplement the district curriculum to ensure that math skills are reinforced and revisited throughout the school year.

### Enrollment

October 1, 2005 School Year Student Enrollment : 730  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 23

## Instructional Programs

- Ü Traditional
- Ü Accelerated Reader Program
- Ü Lincoln Lightning Math Club
- Ü ELL
- Ü Waterford Lab
- Ü DIBELS interventions
- Ü Soar to Success
- Ü EXCEL Math

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

The school is responsible for providing a safe environment for learning; communicating clear and fair school and classroom expectations; providing relevant standard based instruction. Lincoln also welcomes parent participation through volunteerism.

### Parents

Parents can contribute to the education of their children by making sure that their children attend school regularly and on time and by ensuring that they complete assigned homework; communicate with the school on a regular basis and participate in school activities such as PTO and Site Council.

## Transportation Policy

Busing is not provided for our students or for open enrollment students. Specialized transportation for special education students is covered in the IEP.

## School Honors

### Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
Ü Mini-grants	2004
Ü Rodel Teacher	2004
Ü Honor Roll for Students	1995
Ü Family Tree Literacy Awards	1995

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5547	80010	91	98	99	444	453	447	8	8	10	14	16	18	68	56	53	9	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2719	38935	91	98	99	440	452	447	12	8	9	12	17	19	66	56	55	10	19	17
Male	47	2828	40974	90	98	98	448	453	448	4	8	11	17	15	18	70	55	52	9	22	19
African American	--	236	4201	--	98	99	--	437	430	--	15	17	--	19	23	--	56	51	--	11	9
Hispanic	90	2182	34545	90	98	99	444	434	432	8	12	14	13	23	24	70	56	53	9	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	NC	2783	35142	NC	98	99	NC	469	465	NC	4	5	NC	9	11	NC	55	56	NC	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	90	4902	69849	100	99	100	444	457	451	9	5	7	13	14	17	68	58	56	10	22	19
Limited English Proficient Students	39	877	14013	83	97	97	426	415	413	18	20	24	15	33	34	62	44	39	5	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	88	3005	39029	92	97	98	445	437	432	8	11	14	14	22	25	69	57	52	9	10	9
Non-Economically Disadvantaged	NC	2542	40981	NC	99	100	NC	472	462	NC	4	6	NC	9	13	NC	54	54	NC	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	5457	79438	92	97	98	434	457	451	9	7	9	32	21	24	56	60	56	3	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2686	38775	93	97	99	435	463	457	8	5	7	33	19	22	55	62	58	4	14	13
Male	47	2770	40560	90	96	97	433	452	446	11	8	12	30	23	25	57	58	54	2	10	9
African American	--	235	4178	--	98	98	--	445	439	--	9	13	--	28	29	--	55	52	--	9	6
Hispanic	91	2140	34297	91	96	98	435	437	434	9	11	14	32	31	31	57	54	50	2	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	NC	2744	34887	NC	97	98	NC	475	471	NC	3	4	NC	13	15	NC	65	63	NC	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	90	4900	69850	100	99	100	435	461	456	10	5	7	32	20	23	56	62	59	2	13	12
Limited English Proficient Students	40	846	13856	85	93	96	412	411	407	18	22	27	45	44	43	38	34	29	NA	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	89	2946	38685	93	95	97	435	441	435	9	10	14	30	29	32	58	55	50	2	5	5
Non-Economically Disadvantaged	NC	2511	40753	NC	98	99	NC	477	467	NC	3	5	NC	12	16	NC	65	62	NC	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	5524	79971	92	98	99	400	415	423	8	8	8	53	46	41	38	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	2715	38974	93	98	99	415	429	437	4	5	5	43	40	33	51	53	57	2	2	4
Male	47	2808	40895	90	97	98	384	402	410	13	11	10	64	53	47	23	35	41	NA	1	2
African American	--	235	4203	--	98	99	--	408	411	--	8	11	--	55	45	--	34	43	--	3	2
Hispanic	91	2166	34481	91	97	99	399	399	410	9	12	10	55	53	46	35	35	43	1	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	NC	2779	35150	NC	98	99	NC	429	437	NC	5	5	NC	41	35	NC	52	56	NC	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	90	4879	69713	100	99	100	401	420	429	9	6	5	56	45	39	34	46	52	1	2	3
Limited English Proficient Students	40	865	13985	85	95	97	375	371	382	15	22	18	60	56	54	25	22	27	NA	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	89	2986	38994	93	97	98	400	401	409	9	11	10	52	52	47	38	36	41	1	1	1
Non-Economically Disadvantaged	NC	2538	40977	NC	99	100	NC	432	437	NC	4	5	NC	40	34	NC	53	56	NC	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5739	80147	92	98	99	489	498	482	5	6	11	14	13	17	58	48	49	23	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2849	39281	95	99	99	491	498	483	4	5	9	13	13	17	62	49	50	21	33	24
Male	45	2889	40780	90	98	98	486	497	482	7	7	12	16	12	17	53	48	48	24	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	95	2106	33494	93	98	99	490	479	466	5	9	15	14	18	23	58	55	49	23	18	14
Asian/Pacific Islander	--	144	2103	--	100	99	--	513	515	--	2	4	--	12	8	--	42	44	--	44	45
American Indian/Alaskan Native	--	239	4117	--	98	96	--	472	456	--	10	19	--	25	27	--	50	46	--	15	8
White	NC	2998	36122	NC	98	99	NC	514	501	NC	4	5	NC	8	10	NC	44	50	NC	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	89	5082	69852	99	99	100	491	503	488	4	4	7	15	11	16	57	50	51	24	35	26
Limited English Proficient Students	30	640	12722	88	96	97	463	449	441	10	19	27	23	31	33	57	45	37	10	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	91	2944	38371	92	97	97	488	480	465	5	9	15	15	18	23	57	52	49	22	20	13
Non-Economically Disadvantaged	NC	2795	41776	NC	99	100	NC	516	498	NC	3	6	NC	7	11	NC	45	49	NC	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5655	79686	92	97	98	457	478	470	11	7	11	32	21	24	49	61	57	7	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2823	39163	95	98	99	458	482	475	8	6	9	33	19	22	52	63	60	8	12	10
Male	45	2831	40438	90	96	97	457	474	465	16	9	13	31	22	25	47	60	54	7	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	95	2071	33299	93	96	98	457	458	452	11	12	17	33	30	32	51	54	47	6	4	3
Asian/Pacific Islander	--	141	2097	--	98	99	--	490	490	--	3	5	--	18	13	--	65	68	--	14	14
American Indian/Alaskan Native	--	236	4087	--	97	96	--	454	446	--	10	16	--	40	38	--	49	44	--	1	2
White	NC	2959	35914	NC	97	98	NC	495	489	NC	3	5	NC	13	15	NC	67	67	NC	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	89	5084	69878	99	99	100	459	482	475	10	5	8	33	19	23	51	64	61	7	12	9
Limited English Proficient Students	30	617	12594	88	93	96	425	425	422	23	31	34	50	46	45	27	23	21	NA	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	91	2879	38095	92	95	97	456	462	452	12	11	17	32	29	32	49	55	48	7	5	3
Non-Economically Disadvantaged	NC	2776	41591	NC	98	99	NC	495	486	NC	3	6	NC	13	16	NC	67	65	NC	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	5728	80372	92	98	99	463	476	475	4	3	4	29	31	30	67	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	2841	39452	95	99	99	474	487	488	4	2	3	21	22	22	75	73	72	NA	3	3
Male	45	2887	40836	90	98	98	450	464	464	4	4	6	38	39	37	58	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	95	2102	33608	93	98	99	462	460	462	4	6	6	29	38	36	66	55	57	NA	1	1
Asian/Pacific Islander	--	143	2098	--	99	99	--	492	500	--	1	2	--	22	16	--	72	75	--	5	7
American Indian/Alaskan Native	--	239	4128	--	98	97	--	462	464	--	3	4	--	48	39	--	49	56	--	NA	1
White	NC	2995	36213	NC	98	99	NC	487	489	NC	2	2	NC	24	22	NC	72	72	NC	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	89	5077	69846	99	99	100	464	481	482	4	2	3	26	28	26	70	68	69	NA	2	2
Limited English Proficient Students	30	637	12747	88	96	97	424	421	432	13	16	12	40	52	52	47	32	36	NA	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	91	2941	38521	92	97	98	462	462	461	4	5	6	27	38	38	68	56	55	NA	1	1
Non-Economically Disadvantaged	NC	2787	41851	NC	99	100	NC	491	489	NC	1	3	NC	23	22	NC	73	72	NC	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5603	79306	100	98	99	510	518	504	8	9	13	18	15	20	56	50	49	18	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	2724	38845	100	98	99	509	518	505	4	8	11	23	16	20	58	51	50	15	26	18
Male	57	2879	40383	100	97	98	511	517	504	11	10	14	14	14	19	54	50	47	21	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	97	2000	32673	100	98	99	510	496	487	8	14	18	19	22	25	56	52	46	18	12	10
Asian/Pacific Islander	--	157	2147	--	99	99	--	535	539	--	6	5	--	6	10	--	52	46	--	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	NC	2974	36234	NC	98	99	NC	535	523	NC	4	6	NC	9	13	NC	49	52	NC	37	28
Students with Disabilities	15	622	10286	100	87	91	455	469	462	33	32	41	47	27	27	13	34	27	7	7	5
Students without Disabilities	90	4981	69020	100	99	100	519	523	510	3	6	9	13	14	18	63	52	52	20	28	21
Limited English Proficient Students	32	601	10291	100	95	96	479	462	458	16	34	38	41	33	34	41	31	26	3	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	98	2874	37437	100	97	97	510	499	486	8	13	19	17	21	26	56	51	46	18	14	9
Non-Economically Disadvantaged	NC	2729	41869	NC	98	100	NC	538	521	NC	4	7	NC	9	14	NC	49	51	NC	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	5547	79000	90	97	98	484	496	489	7	7	10	22	20	24	67	62	58	3	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2710	38774	92	98	99	486	501	494	7	5	7	20	19	22	70	63	61	2	12	10
Male	50	2837	40150	88	96	98	481	492	485	8	9	12	24	21	25	64	61	55	4	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	87	1963	32508	90	96	98	483	476	472	7	12	15	24	31	33	67	53	49	2	4	3
Asian/Pacific Islander	--	156	2142	--	99	99	--	510	510	--	2	4	--	17	14	--	66	67	--	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	NC	2962	36135	NC	97	98	NC	513	508	NC	3	4	NC	12	14	NC	69	67	NC	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	90	4978	69009	100	99	100	484	500	495	8	5	6	22	19	22	68	65	62	2	12	10
Limited English Proficient Students	27	573	10199	84	91	95	457	441	439	15	33	35	48	46	47	37	20	18	NA	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	88	2829	37234	90	96	97	483	478	472	8	11	15	23	29	33	66	55	50	3	4	3
Non-Economically Disadvantaged	NC	2718	41766	NC	98	99	NC	515	505	NC	2	5	NC	11	16	NC	69	65	NC	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	5609	79611	98	98	99	470	490	496	11	7	7	54	43	37	34	50	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	2732	39016	100	98	99	475	505	511	10	4	4	46	34	29	44	61	66	NA	1	1
Male	55	2877	40519	96	97	98	466	476	482	11	9	10	62	51	44	25	40	46	2	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	96	2001	32855	99	98	99	469	470	481	11	11	10	54	51	43	34	37	47	NA	0	0
Asian/Pacific Islander	--	157	2149	--	99	100	--	508	519	--	3	4	--	31	24	--	66	70	--	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	NC	2984	36380	NC	98	99	NC	504	511	NC	4	4	NC	36	30	NC	59	65	NC	1	1
Students with Disabilities	15	639	10664	100	89	94	440	437	440	13	21	23	73	56	54	7	20	22	7	4	1
Students without Disabilities	88	4970	68947	98	99	100	475	496	504	10	5	4	51	41	34	39	54	61	NA	0	1
Limited English Proficient Students	32	599	10362	100	95	97	415	415	438	31	30	22	56	56	57	13	14	21	NA	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	96	2874	37626	98	97	98	470	472	479	10	10	10	55	51	45	33	38	45	1	1	0
Non-Economically Disadvantaged	NC	2735	41985	NC	99	100	NC	508	511	NC	3	4	NC	34	30	NC	63	65	NC	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	5505	79327	100	98	98	510	531	518	15	12	19	28	16	20	49	50	46	8	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2626	38961	100	98	98	509	532	520	22	11	16	26	17	20	43	51	48	9	21	16
Male	50	2875	40295	100	98	97	510	531	516	8	13	21	30	16	19	54	48	44	8	23	16
African American	--	215	4247	--	97	98	--	504	499	--	24	27	--	25	24	--	41	41	--	10	8
Hispanic	85	1926	32327	100	98	98	507	510	499	15	18	27	31	23	25	45	49	41	9	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	NC	2984	36373	NC	99	98	NC	549	538	NC	7	10	NC	11	14	NC	51	52	NC	31	25
Students with Disabilities	17	587	9321	100	89	87	483	473	467	12	44	54	35	23	22	53	27	21	NA	5	3
Students without Disabilities	79	4918	70006	100	99	100	513	537	524	15	8	14	27	15	19	48	53	49	10	24	18
Limited English Proficient Students	29	525	9431	100	95	95	478	475	466	24	40	53	45	30	27	31	29	18	NA	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	82	2687	37097	100	97	97	509	511	498	15	18	27	28	21	25	49	49	41	9	11	7
Non-Economically Disadvantaged	14	2818	42230	100	99	99	515	550	535	14	6	11	29	11	15	50	50	50	7	32	24

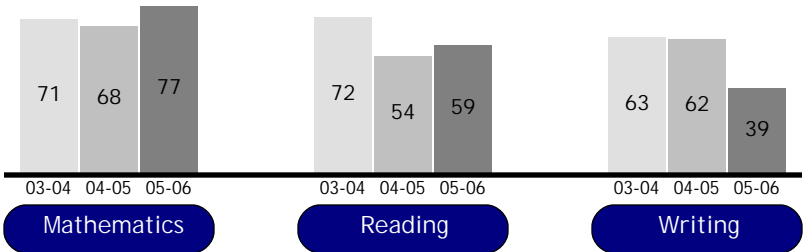
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5447	79501	94	97	98	481	506	497	16	6	10	30	20	25	48	68	60	7	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2606	39062	96	98	99	486	510	502	16	5	8	27	19	23	48	70	64	9	6	5
Male	46	2837	40368	92	97	98	476	503	491	15	8	13	33	22	27	48	66	57	4	5	3
African American	--	214	4279	--	97	99	--	492	485	--	11	14	--	30	30	--	56	54	--	3	2
Hispanic	79	1887	32389	93	96	98	479	488	478	16	10	16	29	31	34	48	58	48	6	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	NC	2973	36446	NC	98	99	NC	521	516	NC	4	4	NC	12	15	NC	76	73	NC	8	7
Students with Disabilities	11	532	9411	65	80	88	482	461	453	NA	28	36	18	34	36	55	34	26	27	4	1
Students without Disabilities	79	4915	70090	100	99	100	481	510	502	18	4	7	32	19	24	47	72	65	4	6	5
Limited English Proficient Students	25	496	9401	86	90	94	440	450	443	44	28	40	32	51	46	20	20	14	4	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	77	2646	37183	94	96	97	480	489	479	16	10	16	29	29	34	51	59	49	5	2	1
Non-Economically Disadvantaged	13	2801	42318	93	98	99	488	522	513	15	3	5	38	12	17	31	76	70	15	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	5492	80000	100	98	99	530	565	564	4	3	3	19	10	11	71	77	75	6	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2626	39288	100	98	99	551	580	579	4	2	2	4	5	6	83	78	77	9	15	16
Male	50	2862	40644	100	97	98	508	552	549	4	4	4	32	14	15	60	76	74	4	6	7
African American	--	218	4307	--	99	99	--	550	551	--	6	4	--	11	13	--	75	75	--	8	7
Hispanic	85	1917	32672	100	97	99	530	548	548	5	4	4	19	13	14	69	77	76	7	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	NC	2977	36602	NC	98	99	NC	578	579	NC	2	2	NC	8	7	NC	77	75	NC	14	16
Students with Disabilities	17	585	9919	100	88	93	476	497	505	NA	11	9	41	34	35	41	51	54	18	5	2
Students without Disabilities	79	4907	70081	100	99	100	536	572	571	5	2	2	14	7	7	77	80	79	4	11	12
Limited English Proficient Students	29	517	9571	100	93	96	480	490	502	14	14	10	28	29	29	52	56	60	7	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	82	2675	37534	100	97	98	529	547	547	5	4	4	18	14	15	70	77	76	7	5	5
Non-Economically Disadvantaged	14	2817	42466	100	99	100	535	582	578	NA	1	2	21	7	7	79	77	75	NA	15	16

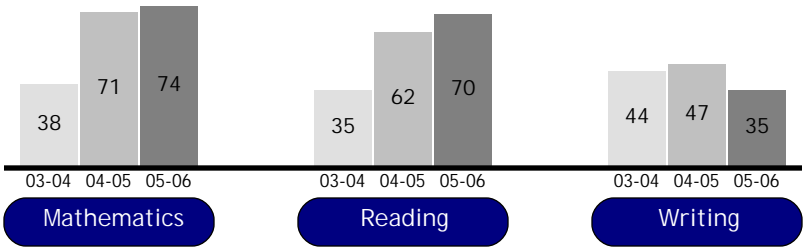
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	54	NA	58	96	38	50	47	96	34	50	46
	Language	88	30	53	50	96	35	49	47	96	32	50	48
	Mathematics	93	63	71	64	96	47	54	50	96	43	56	52
3	Reading	89	45	NA	55	95	36	50	44	86	32	52	46
	Language	89	57	63	61	95	36	49	44	86	34	48	46
	Mathematics	90	74	66	61	95	47	55	51	85	54	56	52
4	Reading	82	32	NA	56	100	41	52	48	91	41	58	52
	Language	99	36	55	52	100	41	52	49	91	44	58	52
	Mathematics	98	44	68	61	100	54	59	53	91	67	67	58
5	Reading	96	44	NA	55	96	41	55	50	89	46	61	56
	Language	97	40	55	49	96	47	55	50	99	50	59	54
	Mathematics	97	56	71	63	96	45	54	49	99	43	59	52
6	Reading	99	49	NA	56	94	43	58	51	85	44	63	56
	Language	100	40	55	48	94	41	54	47	92	37	58	50
	Mathematics	99	69	76	66	94	53	62	52	92	50	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Lincoln Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Student Discipline
- Ü Parent/Community/Educator Relations
- Ü School Safety Issues
- Ü Homework Policies
- Ü Attendance Policies
- Ü School Dress Standards

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	51.00
Other Professional Staff	3.00	Teacher Aide	25.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	4	3	0	0
7 to 9 years	5	6	0	0
10 or more years	9	17	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	84
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Accelerated Reader Lab
- Ü PC Computer Lab
- Ü Waterford Lab

### Extracurricular Activities

- Ü Cares (Homework Club)
- Ü Afterschool Sports
- Ü Afterschool Lincolnettes
- Ü Musicals/Choir
- Ü Mentor Club

### Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü GED Classes
- Ü Headstart
- Ü Dental & vision services
- Ü Monthly parent informational meetings

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students were above potential as indicated by MPS measures.
  
- ü Business partnership with Drive Time Dealership.
  
- ü Lincoln made Adequate Yearly Progress (AYP)a state measurement.
  
- ü Lincoln earned the label of Performing Plus from AZ Learns.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Safety drills for evacuation and securing buildings on campus, are practiced regularly. These plans are on file at the district level. We have worked closely with local law officials to promote a safe and orderly climate for learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Elizabeth Mullavey	(480) 472-6400
Transportation Policy	Transportation Department	(480) 472-6100
Community Resources	Connie Murdock	(480) 472-6354
School Nutrition Programs	Kathy Moss	(480) 472-6381
Parent Organization	Amy Ramirez	(520) 472-6400
Student Health/Nurse	Pam Skoczen	(480) 472-6392

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.